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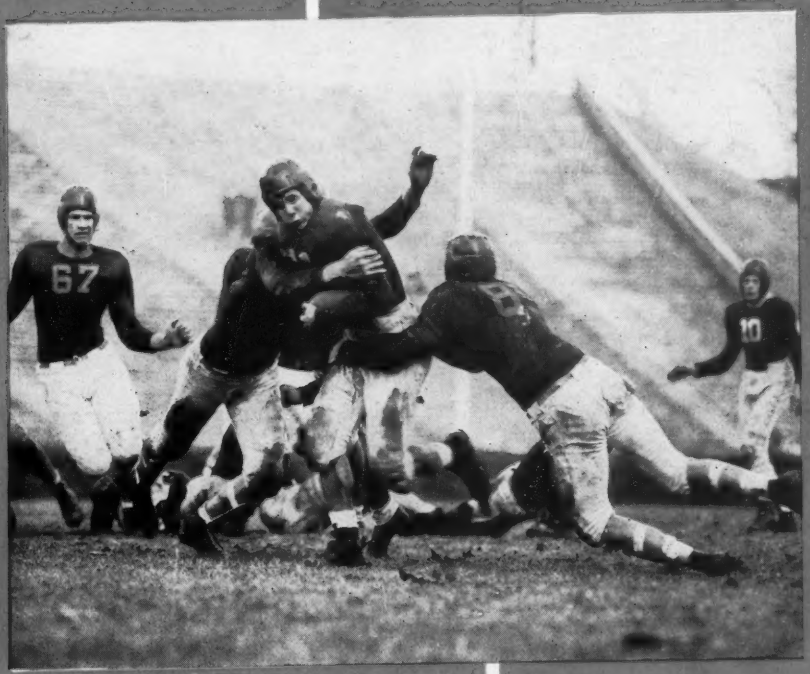
Southern COACH & ATHLETE

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VOL. VII — *A Magazine for Coaches, Players, Officials and Fans* — NO. 4

December, 1944

20c



Fast-Break Basketball

Everett S. Dean

Defense Against the "T"

Tom Lieb

Physical Fitness Program

Lynn Keyes

Southern Schools

Castle Heights Military Academy



"I hear the war's practically over... back home!"

PROBABLY it's only natural for us here at home to feel that the war's almost won, the way the good news has been pouring in.

But the war's not over for *him—not by a long sight!* And he's just one of a few million or more that will stay over there until they finish the bloody mess. Or kill time for a few months—or years—in some hospital.

What about *you?*

This is no time to relax. No time to forget the unfinished business. It's *still* your war, and it *still* costs a lot.

So dig down deep this time. Dig down till it hurts, and get yourself a hundred-dollar War Bond over and above any you now own —or are now purchasing. This 6th War Loan is every bit as important to our complete and final Victory as was the first.

Don't "let George do it"—get *yourself* that *added* bond and help finish a magnificent job *right.* The quicker you reach down deep, the better you do *your* job for war, the more you'll contribute to ending the fight. And the quicker they'll come back—the guys that can *still* be killed.

After all, you're safe and sound and *home. That's worth another hundred-dollar bond to you, isn't it?*



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Southern COACH & ATHLETE

A Magazine for Coaches, Players, Officials and Fans



Volume VII **December, 1944** **Number 4**

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EDITOR & PUBLISHER

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SOUTHERN SCHOOLS

CASTLE HEIGHTS MILITARY ACADEMY

LEBANON, TENN.

By J. B. LEFTWICH

SINCE its beginning, forty-two years ago, Castle Heights Military Academy has indelibly written its name in the history books of scholastic and athletic achievements. Especially in the South, the name of Castle Heights is foremost where prep school football, basketball, track, swimming, baseball and wrestling records are known and discussed.

Founded in 1902 by Col. I. W. P. Buchanan and Dr. D. E. Mitchell, Castle Heights has grown from an humble beginning with one building and a few students to a military academy among the best in the nation. In recognition of the achievements of this school, Castle Heights has become a fully accredited member of the Southern Association of Schools and Colleges, the National Association of Military Schools and Colleges, and the Southern Private Schools Association. In addition, Castle Heights is recognized by the United States War Department as an Honor Military School.

Castle Heights is located outside the city limits of Lebanon, Tennessee, a school town with a normal population of about 4,500. Situated in the heart of middle Tennessee, Lebanon, "The City of Cedars," is the home of Cumberland University. The name "Castle Heights" was selected to symbolize not only the physical elevation and castellated architecture, but also the high ideals and aspirations of its founders.

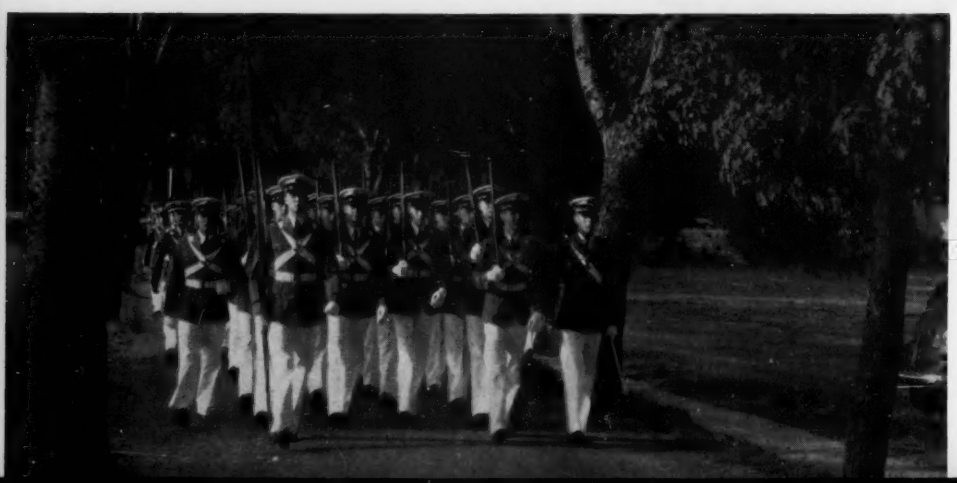
One year after the institution was established, Col. L. L. Rice and Prof. O. N. Smith joined the founders, and from the efforts of these four men Castle Heights successfully met and conquered every obstacle in the path to a fully accredited school. For the first fifteen years of its life, Castle Heights was a non-military school. In 1917, the school became a military academy and a Junior Unit of the R. O. T. C.

In 1928 Castle Heights was purchased by Col. Bernarr Macfadden, nationally known publisher, who made the school one of the principal beneficiaries of the Macfadden Foundation.

Col. Harry L. Armstrong, the present president, was named to that position in 1929 after a long period of service at Castle Heights beginning in 1909. Seven years after Colonel Armstrong's appointment to the presidency, the $100,000 Mitchell Mansion on property adjoining the campus was purchased for a Junior School, and Major Jonas S. Coverdale became its headmaster. In 1941, the Castle Heights Junior College was established, with Major R. C. Ford as its Dean.

Castle Heights was designated as an Honor School for the first time in 1936. Since that date, the academy has successfully passed the War Department's inspection each year, and maintained the coveted Honor School rating.

In its forty-two years, Castle Heights has con-



Castle Heights Cadets in dress uniform.

stantly increased its school plant. There are now on the Hilltop seventeen brick and stone buildings, including commodious auditorium, gymnasium and swimming pool, modern library, mess hall, armory, hospital, cadet quarters, and Junior School gymnasium.

The aim of Castle Heights Military Academy is not only to prepare a boy for college but to train him in those habits of study, industry, and perseverance which will enable him to remain in college after he has entered.

ATHLETICS

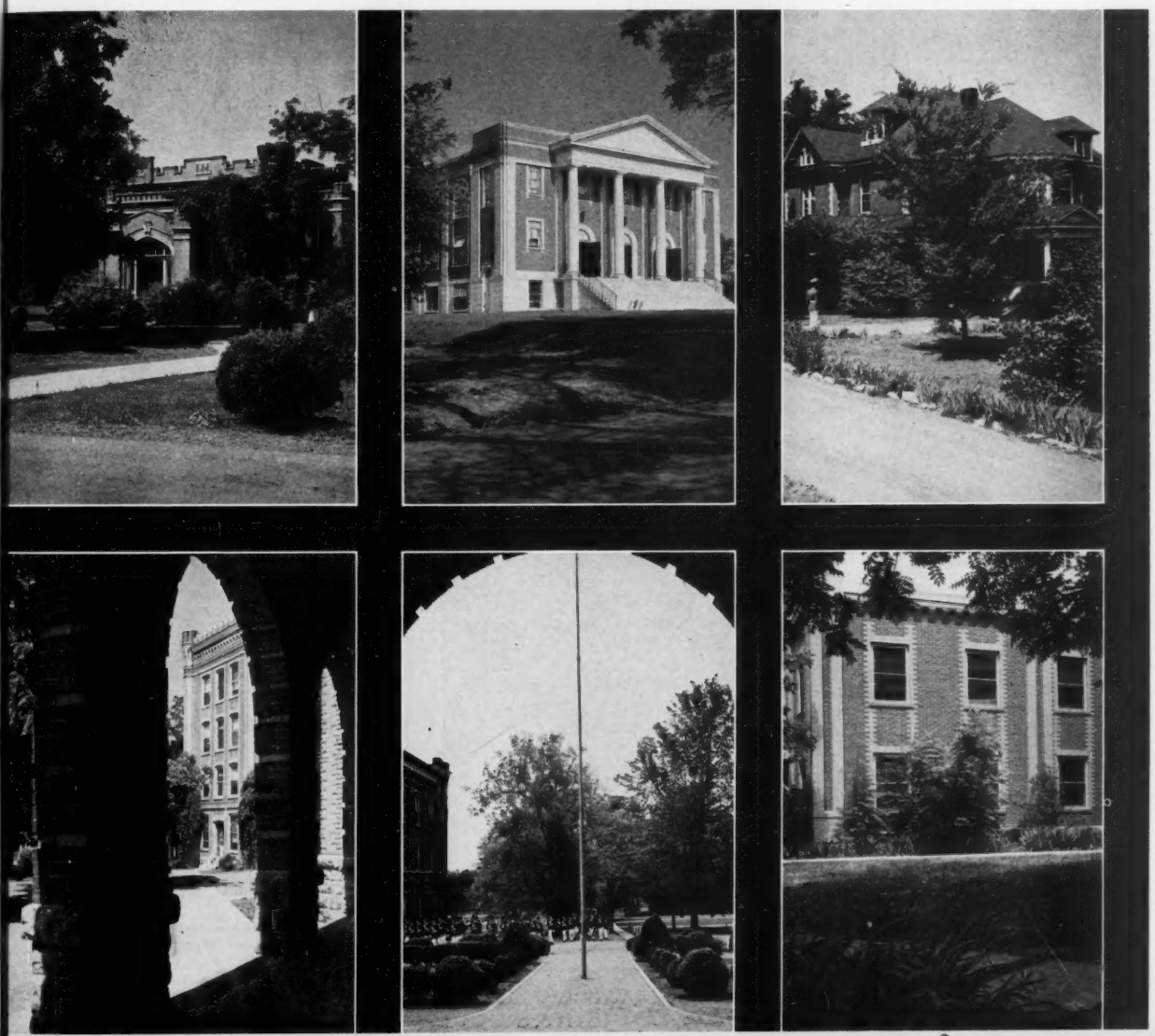
Castle Heights always has recognized the value of athletics in school life, and Tiger teams have made enviable records in every field of sport. Every cadet participates on some athletic team.

According to Major Dan T. Ingram, commandant of cadets and former head coach, the four best football teams in the history of Castle Heights were produced in 1919, 1924, 1928 and 1943. In 1919, Heights went through the season undefeated, ending with a victory over a very strong Columbia Military Academy team for the Tennessee state championship. On these two teams was one of the greatest collection of prep school or high school football players ever assembled on a Tennessee field. Heights had Lynn Bomar, later a Vanderbilt All-American; Flash Covington, of Center College fame; Farnsworth, who was later fullback at Georgia Tech, and others well-known in the twenties, while C. M. A. had the great George Pfan, who was later a back on Walter Camp's All-Time All-American team.

The championship team in 1924 was a powerhouse. All were strong, husky, experienced players, capable of defeating the best prep and high school teams in the Mid-South as well as the nearby university freshman teams. The little big man on this team was Ernie McCrackin, 137-pounder from Springfield, Tennessee.

(*Continued on page 8*)

Upper left: Rutherford Parks Library. Upper center: Macfadden Foundation Auditorium. Upper right: The President's home. Lower left: The Tower Barracks as seen from the Main Building. Lower center: Cadets return from Sunday parade to the "circle" in front of the Main Building. Lower right: Mildred Armstrong Hospital.



SOUTHERN SCHOOLS

(*Continued from page* 7)

After a poor showing in 1925, Castle Heights football started coming back. The 1926 team won about half its games and in 1927 the team did not lose a Mid-South game but was tied several times. In 1928, the cubs of 1926 and 1927 were full grown Kings of the Jungle. They went through the season undefeated and untied, defeating Morgan, the second strongest team in the conference, 35-6. The denouement of the season was a December game with St. John's Academy in New York. With such football greats as Gump Arial (Auburn), Ralph Still (Tennessee), Ned Vaughan (Cumberland), George Smith (New Mexico Military Institute) and Bo McClane, and in spite of freezing weather and six inches of snow, the lads from the South reversed Grant's decision of '65 and mowed 'em down, 27-0.

The teams from 1929 on were good, fair and indifferent—until last year when the Tigers were recognized as one of the best elevens in the South. Beginning the season with a 13-13 tie with Baylor, the Heightsmen overcame every other foe, establishing themselves as the best in the Mid-South and highest ranking team in the state. Major Ingram believes that that 1943 team could have defeated any former Heights team the day they stopped McCallie, 19-0.

The record Castle Heights basketball teams hold in the Mid-South Conference is unapproached by any other member team. In eighteen years, the Tigers have won seven tournaments while the nearest rival has only two to its credit. More remarkable is the fact that the Tigers won six titles in a period of eight years. Beginning in 1936, Heights won three consecutive conference championships. In 1940 and 1941, the Tigers annexed two more pennants and in 1943 added another. Incidentally, Heights has never been runner-up, but last year won a consolation tourney for third place.

After an absence of several years from the athletic program, baseball was returned to Castle Heights in 1942. Last year, under the direction of Captain William Blades, the Tigers lost only one game and defeated C. M.A. in a no-hit no-run post season game for the Western Division title and a co-championship with Baylor.

In swimming, Castle Heights has established a unique record by winning the Mid-South crown for the past six years.

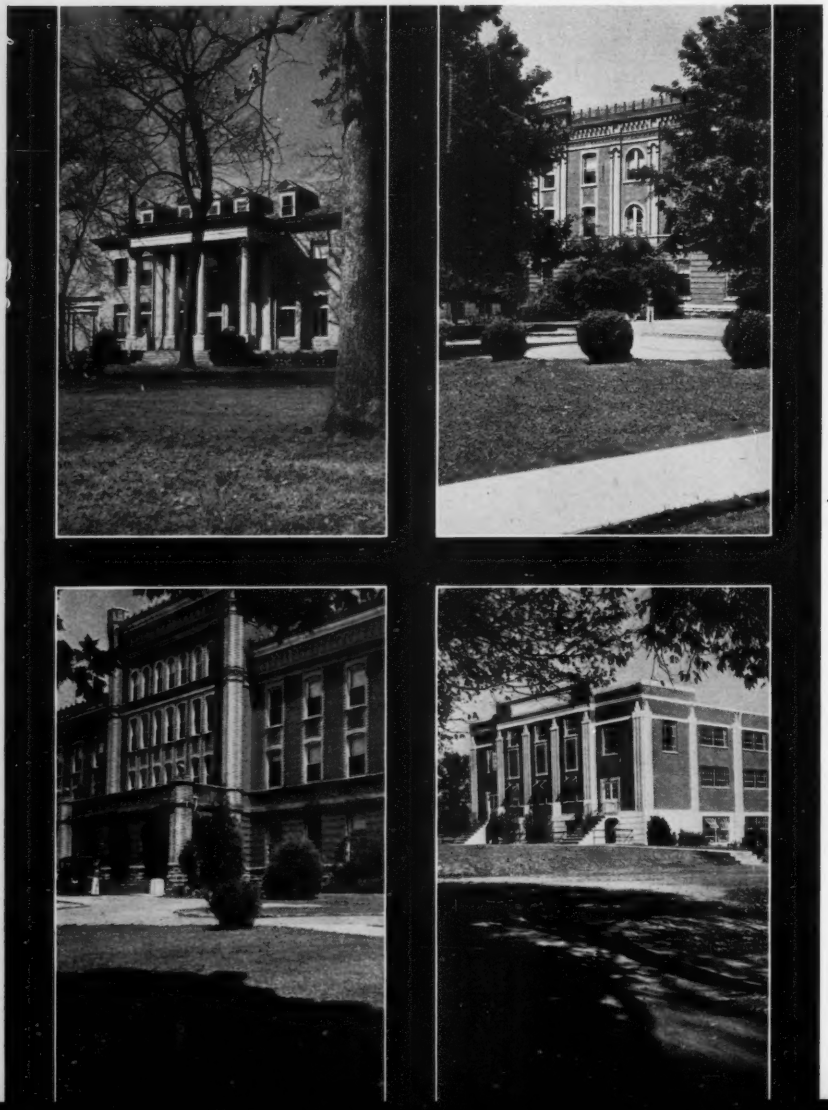
OTHER EXTRA-CURRICULAR ACTIVITIES

While athletics receive due emphasis, the value of other extra-curricular activities is fully recognized by school authorities, and nearly every cadet is to be found taking advantage of the opportunity to broaden his experience at Castle Heights.

Foremost among these activities is the military program with a junior unit of the R.O.T.C. Every cadet is in uniform and participates in some way in the military life of the academy. The military thought is present in all other school activities. A staff of cadet officers is chosen by the heads of the military department and attainment to the rank of officer or non-commissioned officer is the desire of each student. Companies, platoons and squads compete for recognition as the best of their class. The corps as a whole strives to earn and maintain the coveted rating of "Honor School". From the corps each year is chosen a candidate to enter the United States Army Officers Candidate School.

The Castle Heights "Cavalier", student published bi-weekly newspaper, is the pride and joy of all buding journalists. Recognized as one of the best school newspapers in the na-

(*Continued on page* 29)



Upper left: Macfadden Hall, Home of the Junior School. Upper right: Main Building. Upper left: Entrance, Main Building. Lower right: Bernarr Macfadden Gymnasium.

BASKETBALL OFFENSE

By RALPH LUCAS
Athletic Director and Head Football and Basketball Coach
Castle Heights Military Academy

CASTLE HEIGHTS has used the offense explained in this article during the past five years. During that time the school has won three Mid-South Championships. This fact is given in order to show that the system is adaptable to the many problems met by the prep school coach, i.e., where a large part of the team personnel is new each season, where practice period must be integrated with the many other demands for the player's time. The absence of a player or two from practice does not handicap team play to the extent that it does in many systems, or if a player is having a bad night, his poor play does not take as much away from the team play. Two players can carry on a pretty good game by themselves.

The practice period is divided into two parts. While the B team is practicing, the varsity group takes calisthenics, rope jumping, medicine ball practice, shadow boxing, defensive play, passing fundamentals, etc. At 4:30 p. m. the varsity takes the floor and pairs immediately into guard and forward combinations. The left guard and left forward play together and always on the same side of the floor. This enables them to learn very quickly the peculiarities of one another and the absence of the right guard, right forward, or center does not interfere with this part of their practice.

These pairs practice the following maneuvers for about thirty minutes each day. Most of the fundamentals used by these two men are included in these drills.

Diagrams 1 & 2 — Shooting over blocker.

Diagram 3 — Flip pass, guard passes to forward who meets ball with inside foot forward. As the guard passes on the outside, the forward flips the ball to him with an underhand movement. Guard takes one dribble and shoots.

Diagram 4 — Guard passes to forward and breaks on the outside. Forward flips the ball to the guard who dribbles towards the corner and hook passes to the forward breaking under the basket.

Diagram 5 — Guard passes to forward and breaks on the outside. Forward dribbles out and towards center then hook passes to guard breaking for the basket.

Diagram 6 — Guard passes to forward and breaks outside. Forward dribbles out, pivots and passes to guard who has pivoted and set-up back of him. The forward then breaks on the outside of guard and takes flip pass from guard, dribbles and shoots.

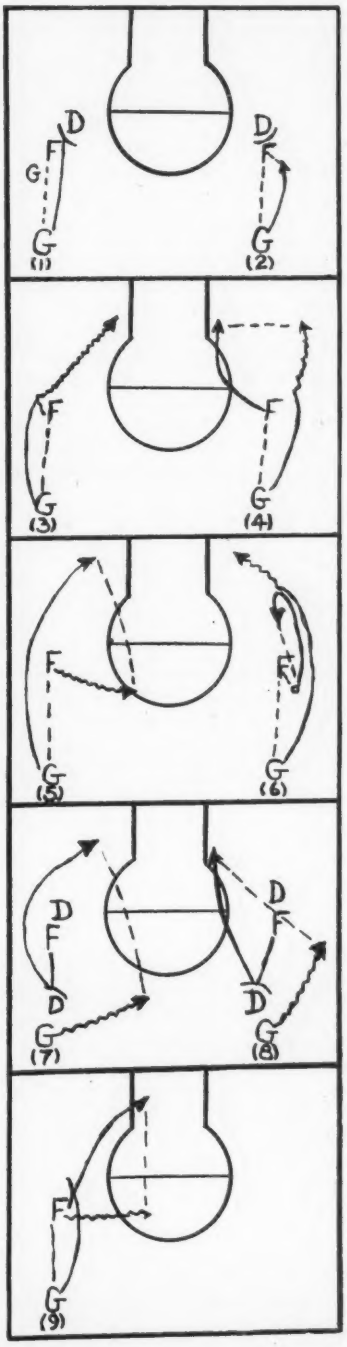
Diagrams 7 & 8 — Forward comes out and screens the guard's defensive man. The guard dribbles with the screen and breaks for the basket. When the switch develops, he passes to forward who drives for the basket after making his block.

(*Continued on page* 28)



Coach Lucas received a B.S. degree from Tennessee Tech in 1934 and the M.A. degree from the University of Kentucky in 1941. Before coming to Castle Heights as athletic director and coach of football and basketball, he served as coach at Lebanon High School for two and one-half years and as teacher in the Bledsoe County school system for two years.

He has developed three Mid-South basketball championship teams and has had two undefeated football teams at Castle Heights.



INTRAMURALS AT CASTLE HEIGHTS

By W. PAUL REDICK
Director of Intramural Athletics

EVERY Castle Heights cadet participates in competitive athletics. It is obvious that all our student body, over 500 cadets, cannot find an outlet for their athletic energies on the varsity teams. Only about 20% of the corps has the size and ability to make the varsity squads representing the school in interscholastic sports. It is, therefore, necessary to provide other outlets for the energies of about 80% of the corps. For this reason, our present competitive intramural organization was introduced.

It is the primary purpose of this program to give each non-varsity cadet a taste of competitive sports and a working knowledge of America's most popular and beneficial recreations. After a boy develops a liking for these activities, there is every likelihood that he will develop a "carry over" interest beyond his school years, and at the same time show a marked improvement in his physical development, love for clean sports, and a desire to achieve success in any undertaking.

To create and sustain interest, every phase of this program is competitive. Realizing that keen rivalry is the very life of any athletic program, emphasis has been placed upon the "pitting" of individual against individual and team against team.

For this type of intramural program we have the ideal setting. The R.O.T.C. companies and the Band are already competing against each other for military recognitions, and this spirit is easily projected into the athletic picture. The desire to win is characteristic of all military organizations and this desire demands that competition be the basic factor in drawing up all types of extra-curricula activities.

The ten specific objectives of our program are as follows:

1. To interest as many participants as possible. This is imperative as the other objectives cannot be realized without interest on the part of the cadet corps.

2. To promote mental and physical health through proper exercise and recreational activities.

3. To uncover varsity material and aid in the development of the material found.

4. To provide individual and group competition, giving as many students as possible proficiency in both.

5. To equalize competition. This tends to sustain interest and adds to the general enthusiasm.

6. To provide equal opportunities, eliminating any possibility of favoritism.

7. To have fun by making each athletic period as enjoyable as possible, thereby furnishing relaxation from class room work.

8. To learn to use leisure time wisely.

9. To learn cooperation and self-control, through team play and adequate faculty supervision.

10. To develop bodily grace, strength, and stamina.

Anyone of these objectives makes the program worthwhile, and in their entirety furnish an education within themselves.

The intramural work in divided into three afternoons of competitive activity; the intramural year into three seasons.

Prior to the opening of the fall season, the entire cadet corps is given a complete physical fitness test. Those failing to reach minimum requirements set forth in these tests are placed in basic athletic groups for the purpose of remedial exercises to correct weaknesses made apparent by these tests. These basic groups do not participate in any varsity or non-varsity activity until they have reached the minimum score required.

These tests are given every six weeks and the progress of each cadet is noted. These tests are part of the competitive intramural program with the company registering the most progress being given points on their athletic score sheet.

The fall intramural program begins two weeks after the opening of school. The first two weeks are devoted to the organization of the military units, the giving of physical examinations, physical and swimming tests. These tests give us a clear "over all"



W. Paul Redick came to Castle Heights in the fall of 1936 as athletic director and coach of Castle Heights Junior School. He became intramural athletic director of the entire academy in 1941.

Born in Camden, Tennessee, in 1911, he attended Camden High School and University of Tennessee Junior College, where he lettered in three sports—footfall, boxing, and baseball—graduating in 1930. He was coach of Camden High School for three years prior to entry in Cumberland University in the fall of 1934.

At Cumberland, Paul was a member of the varsity football and basketball teams for two years, the football team of 1935 winning the Smoky Mountain Conference Championship. In 1935 he was chosen All-Conference end.

Under his direction the intramural athletic program at Castle Heights has been greatly expanded, and a great variety of competitive sports has been made available to the cadet corps.

picture of the physical condition of the entire corps while making it possible for us very quickly to find those individuals in need of special attention or remedial exercises. Non-competitive groups of those cadets needing special attention are then formed.

The remaining non-varsity cadets, approximately 350, are then ready for organization into inter-company intramural teams. This organization is unusual in that the team personnel is chosen from the group that has expressed a preference for that particular sport. Those desiring to represent their company in a specific sport are given try-outs under the supervision of a faculty advisor and cadet athletic officer. Those failing to make the squad of their first choice then try out for other squads until the team personnel is complete. Those failing to "make the grade" on any of the regular representative teams are then placed in a special group that competes against similar groups from the other companies. The competition between these groups is varied, but does not require the skill of the more advanced activities.

The fall program consists of basketball, water polo, volleyball, tennis, badminton, archery, golf, and weight-lifting, each company having one or more teams in each of these sports. A regular schedule is played, with team standings and scores posted daily. Every two weeks the school paper carries a full page of articles, scores, etc., which helps to sustain interest.

Each contest is officiated by a faculty athletic officer, or by a specially trained cadet, under faculty officer supervision. Cadets acting as officials also gain points for their company.

The water polo team is under the swimming coach; basketball under a basketball coach, weight-lifting under the wrestling coach, etc. In this way they are able to uncover valuable material for their varsity squads. This acts as an added incentive to the cadets, as they are actually preparing themselves for varsity teams. The intramural teams are so organized, when possible, as to precede the kindred varsity sport and thereby the selection of varsity squads is simplified.

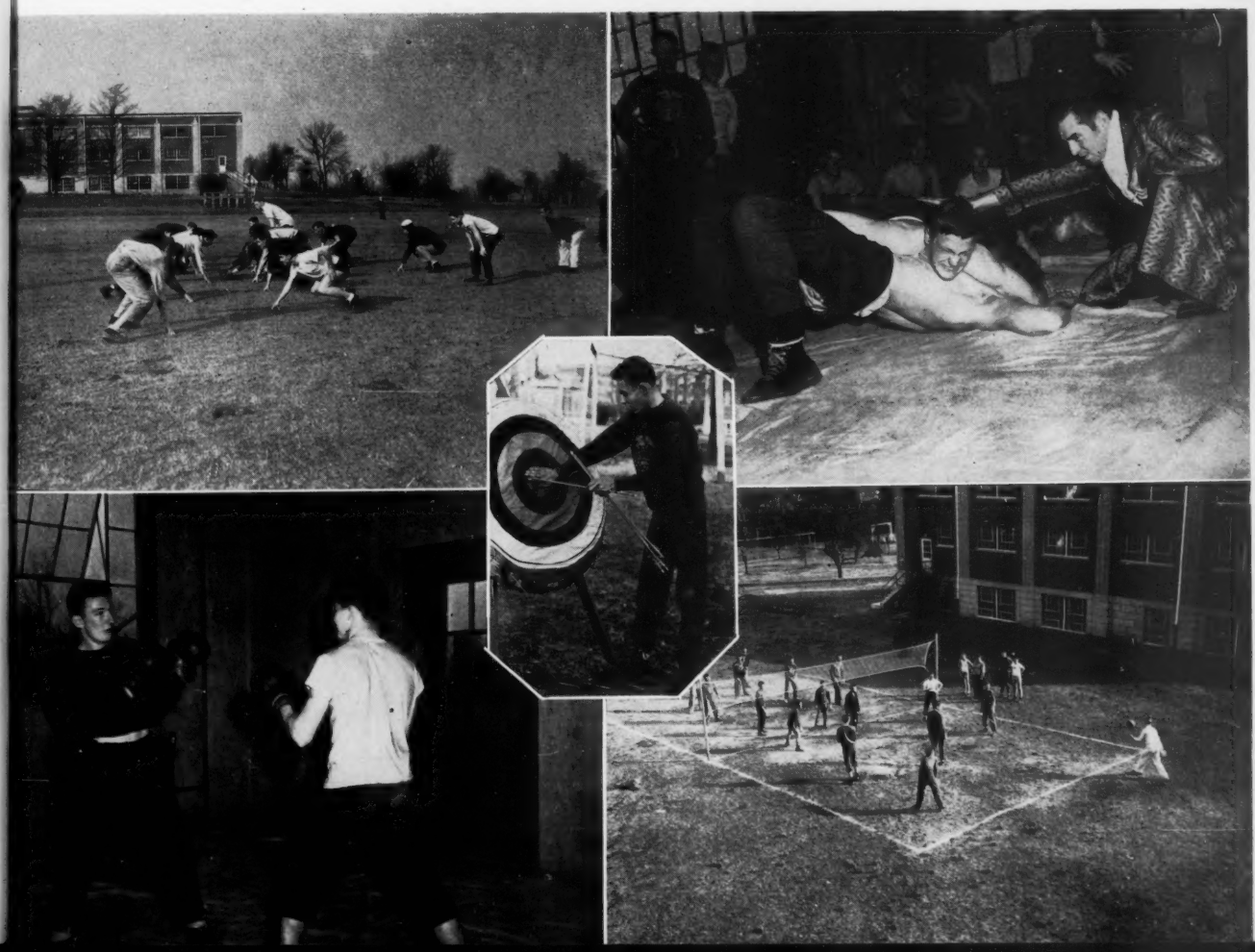
The winter season includes the most vigorous sports, namely: touch football, soccer, basketball, boxing and wrestling. Water polo, tennis, and weight-lifting are also carried over into the winter program. However, there is a complete change of personnel of these teams.

The swimming, boxing, wrestling, and "B" basketball teams participate in intramurals as well as interscholastic meets, the intramural contests serving as part of their training and condition. Very often intramural players are invited out for varsity teams in mid-season, and when aspirants fail to make their varsity squads, they automatically become eligible for an intramural team.

The spring session is probably the most enjoyable of all, no doubt because of the fact that virtually the entire program is carried on out-of-doors. Softball, baseball, volleyball, tennis, golf, archery, track, badmin-

(*Continued on page 34*)

Below: Shots of intramural activities at Castle Heights



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Georgia Athletic Coaches Association
Georgia Football Officials Association
Southern Collegiate Basketball Officials Association
Southern Football Officials Association
Alabama High School Coaches Association
Florida Athletic Coaches Association
South Carolina High School League
Louisiana High School Coaches Association
Mid-South Association of Private Schools
DWIGHT KEITH, Editor and Publisher

A Christmas Dream

Bring us a dream of the long ago—
Of the golden years that have flown,
Of the simple joys which we cherished so
In the happy days that have gone:
A drink from the gourd at the old rock spring,
Or a ride on a load of hay—
A dive from the old grapevine swing
In the afternoon of a summer day.

Bring us a dream of a boy we knew,
Who lived his dreams 'neath a southern sky—
Who slept in the hay with Little Boy Blue
And counted the sheep as they scampered by.
The brown-haired boy of that far-off day
Dreamed all year of the Yuletide joys,
When Santa would come in his magic sleigh
From the land of snow, with his Christmas toys.

I've wandered far from those joyful days,
And I've missed the lad I used to know.
Now I want to follow those woodland ways
As I did in the far-off long ago.
So bring me again a dream, I pray,
Of the peaceful trails I used to roam,
And the carefree boy of yesterday—
Just a dream of childhood days—and home!

—Dwight Keith.



December, 1944 Model

The last grains in the year's sandglass sift down. Another December revives a mellowed attitude in the relationship of man to man and in man's tolerance of the other fellow's hopes and hobbies.

For a little while, the worthwhile important factors of living assume proper rank. Trivialities which have been inflated to cause misunderstandings, jealousies and intolerances are purged by a wave of belief in the code of conduct evolved through 20 centuries of effort by the leaders of men—striving to lift humanity to a level where altruism, good will and friendly regard are the guide for action.

Time and this miracle that floods the mind at Christmas season cover the scars of world strife and heal the hurts inflicted by the clash of ideas and ideals in the activity of every-day living. The individual is humble in his realization that his small worries and tantrums, and prejudices which seemed so important yesterday, are only purposeless fragments in a universe of order.

School athletic groups are only individuals en masse. The small rifts between those who coach or teach, or between those who are coached or taught, are only delaying flurries in the great purposeful movement toward a happy nation whose people are physically and mentally fit. Tranquillity and altruism are attributes of such fitness, and they flourish in the Christmas season. Yesterday's grudges and antipathies melt in a mellow glow of good-fellowship and neighborly exchange of greetings and gifts.

Happiness still abides in the minds of men.

December school athletic contests have their role in the holiday drama. The best code of sportsmanship is in those principles of unselfishness and fairness which are the permanent guide for human conduct and which are reaffirmed each Christmas season in song and ceremony.

The best wish that can be made for you and yours is that this holiday season's spirit of good will and altruism may exist long before the candles are lit and that it will linger long after they have finished burning.

THAT WISH HAS BEEN MADE—WITH THE MOON OVER THE LEFT SHOULDER, AND WITH THE SMALL PRONG OF THE WISHBONE PROPERLY HIDDEN UNDER A STONE.

This leaf, from H. V.'s School Athletic Calendar, is sent with holiday greetings from Editor Dwight Keith and Contributing Editor H. V. Porter.

TO YOU *Personally*

All of us of the Witchell-Sheill Company wish you a pleasant holiday season . . . and join with you in prayer that soon again we shall enjoy in Peace those things that mean most to us . . . family . . . country . . . home . . . and friends.



BASEBALL

By WILLIAM E. BLADES
Baseball Coach, Castle Heights Military Academy

ONE cadet in every five, in the Senior School at Castle Heights, participated in baseball last spring. This would indicate that the Youth of America is not willing for interscholastic baseball to be buried.

Since its founding, Castle Heights has, from year to year with few exceptions, fielded winning combines of both football and basketball. However the history of baseball here has not been continuous.

From 1905 until 1920, the Heights baseball teams were outstanding in scholastic circles. Not only were prep schools listed among their opponents; Michigan, Cornell, and colleges in Tennessee and Kentucky were met in competition on the diamond. The outstanding victory during this period was in 1906—when heights defeated Cornell 3-2. Bill Wilson, playing third base for heights homered with two aboard (and does Bill enjoy replaying this ball game!).

After 1922 baseball did not continuously occupy a place on the athletic program.

Since the spring of 1941 we have engaged in interscholastic competition in baseball. However, our 1941-42 and 1943 teams were not the equal of the powerful combines which represented Heights during its early history.

The 1943 team was outstanding in that it won the championship in the western division of the Mid-South Association, by defeating Columbia Military Academy in a play-off game. Bobby Stewart, Captain and pitcher, gained entrance into the Hall of Fame by pitching a no-hit, no-run game.

At the conclusion of the basketball season, which is in early March, catchers and pitchers work out in the gymnasium. All other candidates are given rather strenuous Swedish exercises daily, stress being laid upon those exercises which build arm, leg and shoulder muscles. This, we feel, eliminates to a great extent, some arm trouble.

About the first of April active practice begins. Last spring, after all candidates had been looked over, we organized the varsity and "B" squads. This next spring we will be forced to have three squads; Varsity, "B" and "C", each of which will play its own schedule under the direction and able coaching of a faculty officer.



William E. Blades came to Castle Heights in the spring of 1941.

Born in Hopkinsville, Ky., in 1901, he attended Weaver College Preparatory School, graduating in 1917. Served two years in the Army, 19 months in overseas duty.

Attended Weaver College, Lincoln Memorial University, and University of North Carolina.

Played football and baseball in both prep school and college.

Athletic Director, McMinnville High School, McMinnville, Tennessee, 1925-1928; St. Andrews School for Boys, St. Adrews, Tennessee, 1928-1941.

No boy is dismissed from either squad because of limited ability. Cutting practice, incompatability and ungentlemanly conduct are the only reasons for dismissal from the squad.

Each candidate selects the position for which he wishes to try. However, quite frequently the coaching staff suggests that he is better fitted for a different position.

Boys enjoy competition and for this reason, routine practice is spiced, at least once weekly, by an intra-squad game.

The routine practice consists of instruction in throwing technique, i.e., maintaining balance, follow-through and details that result in more accurate throws, correct fielding positions, for best and quickest delivery of the ball, eye on ball, base covering, etc.

In early batting practice, candidates are instructed in stance position, shoulders on even keel, keep eye on ball, stride with swing. The Yankees' Murderers' Row convinced me that in the season's play, the batter who really takes a real, hefty cut would get just as many base hits as chop-hitters, totalling more bases, with more runs scored and runs batted-in. After all, runs are the pay-off in baseball.

Furthermore, young boys prefer to aim for the fences—make a kill!

Our pitchers are taught, except for pitch-outs, waste balls and special play situations, to keep the ball below the crotch. With large squads and plenty of equipment, we are able to give the pitching staff plenty of real work-outs, and that is the only way we have found by which the proper form and control can be developed.

Receivers work with the pitchers, foot work and throwing technique are developed during these work-outs.

If any reader of this article is interested in a detailed account of the practice procedure, instructions and mechanical technique used by the baseball coaching staff of Castle Heights we shall be more than glad to comply with the request.

The following men compose the Heights baseball coaching staff; Major Donnell, pitchers; Captain Sweatt, "B" team; Captain Gudger, infield and outfield, and myself. This year, a newcomer, Captain Osborne, will help with either the Varsity or "C" squad.

All of us are keenly interested in baseball as a game and we get a tremendous kick from working with the type of young men of which the Cadet Corps here at Heights is composed.

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SWIMMING AT CASTLE HEIGHTS

By ROBERT B. HOSIER, Swimming Coach

SWIMMING had its first real beginning at Castle Heights under the coaching of Captain L. W. Crissey, now with the United States Army. In 1939 we won our first Mid-South Championship. The work of Captain Crissey and the boys who comprised his teams set a precedent. Since that time we have neither lost in dual meets nor in the Mid-South championships.

The reasons for this splendid record are obvious: training and the willingness of the members of the various teams to work. This willingness to work is even more remarkable when you consider that it has been hard to get many meets during the war years.

Practice for the swimming team at Castle Heights begins about two weeks before the Christmas holidays. During these two weeks we do not take to the water, but spend our practice time in a series if exercises designed to develop all the muscles that are used in swimming the various strokes. These are the same exercises that are laid down by Coach J. H. Kirputh of Yale University in his book, "Swimming" . . . (A. S. Barnes and Company, New York, N. Y.). The boys are encouraged to continue these exercises during the Christmas holidays. When the holidays are over, about January 5th, we continue the exercises until the last of January. This takes us up to the first semester examinations, during which time practice becomes voluntary.

After examinations we take to the water. First, the various strokes are explained and demonstrated by the veteran swimmers. The reason for this is that the boys will now develop their wind and muscles by swimming. Laps are taken at the end of each practice period. The first day, ten laps in our 25-yard pool. Each day two laps are added until a total of thirty is reached. It remains at this total for the remainder of the season. After this demonstration of strokes, starting and turning are explained, demonstrated, and practiced for about a week.

From then on practice becomes more or less routine. Each period begins by taking a cool shower (warm water will weaken the swimmer) and then entering the water to warm up. This is done by holding on to the sides and kicking, each swimmer using his legs as he would do in actual swimming. Mistakes are corrected as the swimmer exercises.



Before assuming his present position, Captain Hosier served for six years as an instructor and coach of tennis at the Tennessee Military Institute, Sweetwater, Tennessee. He came to Castle Heights in the fall of 1939. In 1942 he assumed his present position as coach of swimming, replacing Captain L. W. Crissey, who was called to the Army. He is a graduate of the Virginia Polytechnic Institute, Blacksburg, Virginia.

At the time of his taking over Captain Crissey's duties in 1942, Castle Heights had won three Mid-South championships and three state championships. That year they won both the Mid-South and state riffles, winning the Mid-South again in 1943 and 1944. The state meet is not held any more. The 1943 team had the unique distinction of winning every first place in the Mid-South meet.

There is about five minutes of this, interrupted by two rest periods of a few seconds each.

After the warm-up each period is varied by practicing, on one day, breathing, by bobbing up and down in the water, or by holding to the side, inhaling and then exhaling under water, as would be done in actual swimming. On another day starting is practiced, and on another day, turning. About fifteen minutes is devoted to this part of the period. Then the flutter boards are brought out and each swimmer does twelve laps, pushing the board in front of him. The back stroke swimmers do not use boards, but kick while on their backs with their arms at their sides. After this the swimmers take their regular laps. These laps are not taken all at once, but in two periods, the swimmers alternating in the various lanes. The divers usually take about sixteen laps and then spend the rest of the period practicing their dives. At the end of their laps the swimmers may go.

As the season advances the first part of the period is varied by practicing relay starts. We have found that a good relay team needs more practice in starting than individual swimmers. Although much time is spent in developing the legs, the arms are not neglected. Time is well spent by having the swimmer swim with his feet held up by floats, or by having another boy hold his legs.

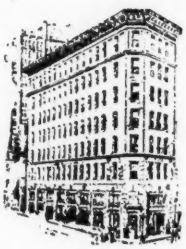
Practice is held six days a week, each period being one hour long. Four of these periods are compulsory, two voluntary. This gives the boys a chance to do something on their own initiative, and helps morale a great deal. There is no coach at these voluntary practices. Once every two weeks time trials are held. Each boy has two tries in whatever event or events he wishes to be timed. The day following these regular time trials the relay teams are timed. From the results of these times the team for the next meet is chosen. The swimmers do very little working out on the days of the time trials.

The matter of training outside of the regular practice periods is left entirely up to the boy. He is strongly advised against smoking; in fact we try to

impress the fact that it is useless to try to become a good swimmer and at the same time smoke. There are of course exceptions but they are rare. Diet is not emphasized much except on the days that a meet is held. Meals are at least two hours before the meet and usually consist of roast beef or lamb, a baked or creamed potatoes, and hot tea. No dessert is allowed. After the meet they can eat more or less what they wish, in reason.

As the Mid-South meet is the climax of all our activities, we try to build up to it gradually. This is not easy. Sometimes the boys get stale. In this case, we allow them to take things easy for awhile. Lack of competition makes it hard for them to keep up their interest. This is compensated for by having inter-squad meets and allowing them to try for records. Of course we are plagued by the usual number of colds and some sinus trouble. Usually much of this is prevented by cautioning them to wrap up well before leaving the pool to go to their quarters. Their weight is checked constantly because loss of weight is a sign of staleness.

This article has not been intended as one on the technique of swimming and diving. There are plenty of good books on this subject available. We have already mentioned the one we prefer, "Swimming" by H. P. Kiputh. Rather we wish to show how boys with determination can consistently win, if they are willing to work and learn. Some pleasures, such as smoking and leisure time, will have to be sacrificed. A boy is never allowed to miss practice unless he is sick or kept away by academic and military duties. Most boys who lose interest drop out as the season progresses. The reward of those who "stick it out" is the satisfaction of winning and developing a sound body and good physique. Of course we will not always win. As other Mid-South schools get indoor pools and pay more attention to swimming, we will lose some, but our record will always stand, and we are proud of it.



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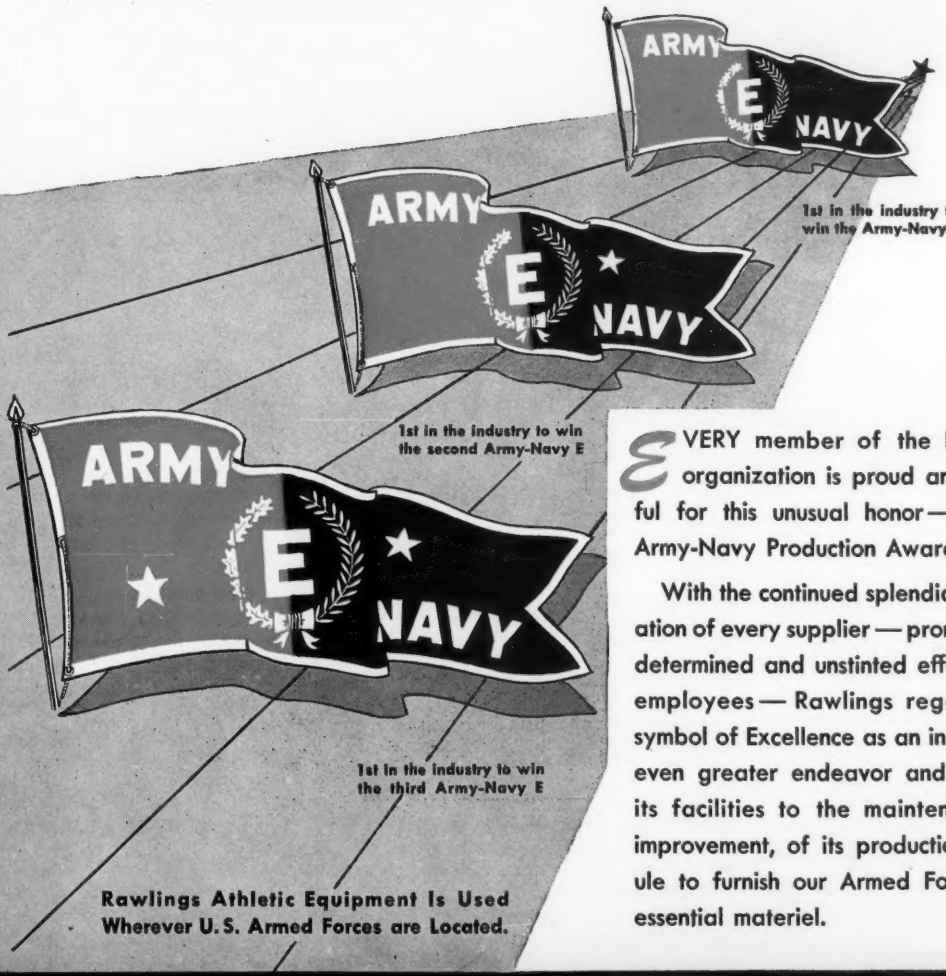
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FAST-BREAK BASKETBALL

By EVERETT DEAN
Basketball Coach, Stanford University

Crowd Appeal

THE fast break presents the quickest, cleverest, and easiest way to score in basketball. Fast-break situations, as two-on-one, three-on-two, and four-on-three present more crowd appeal and player appeal because of the speed of play and the clever, quick, deceptive passes ending in a flashy basket. Fast breaking has been greatly responsible for the present popularity of the game. Certainly, it has been responsible for high scores, which the fans wholeheartedly approve.

Two Kinds of Fast Break

There are two philosophies or beliefs on fast-break basketball. One is the "fire-wagon" style, which has no definite organization except to "get there firstest with the mostest". This style usually calls for forty minutes of fast breaking. The other fast-break offense with a definite organization is one in which I am a firm believer. It is somewhat more conservative but is nevertheless sounder and one that calls for fast breaking on every fast-break opportunity. It seems to me that this style is better than the "fire-wagon" brand because of the conservation of energy, of presenting a better balance and mixture of offensive attack, which in turn makes both the fast and slow break more effective. It is imperative that the players in both styles of offense be well grounded in fundamentals. Granting this, I think most coaches will agree that the "fire-wagon" forty-minute, fast-break team will make more critical mistakes than the other fast-break team. It is the purpose of the article to describe a good fast-break offense and not to weigh the advantages and disadvantages of two styles of fast-break attack.

Some Requirements

Some requirements for a good break are listed here. (1) Fast-break material is the most essential requisite regardless of the style of fast break employed. It is well to forget the fast break unless fair-to-good fast-break material is available. (2) Two good defensive backboard men are necessary to start the break right. (3) Three fast men are needed to create the three-on-two situations after the ball has been safely started on its way. (4) Quick reactors are needed for this style of offense. Quick reactions to the change from defense to offense may be the difference between a 3-2 situation and no fast-break opportunity at all. There are a few well known basketball reaction time tests which are valuable to the coach. (5) Good ball handlers and passers will insure a higher percentage of completed offensive thrusts. Players learn by doing; therefore, much practice in ball handling will help. (6) Peripheral vision is another necessary fundamental which is learned in combination with all passing drills. (7) Fast-break mindedness is a necessary quality to a good fast break. It is a state of mental and physical aggressiveness which is a mental conditioner for alertness to opportunities of interceptions and quick reactions for the offensive break. (8) Good condition is one of the most important of all requirements for a good fast break. Lack of good condition will be reflected in inaccurate shooting and poor performances.



Coach Dean is Basketball Director and acting Director of Physical Education at Stanford University. He is a graduate of Indiana University. Before going to Stanford, he coached at Carleton College (1921-24) and at Indiana University (1924-38). He won three basketball championships at Carleton and three Big 10 championships at Indiana. At Stanford, his teams have won two Southern Division titles, one Pacific Coast title and one National Collegiate championship.

He is the author of "PROGRESSIVE BASKETBALL," one of the best books ever written on the sport.

Control

Fast- break basketball is not easy to teach or easy to learn. There is a strong motivation for learning it because it is popular with all players. Since the players move at a fast pace, is it tremendously important that fundamentals be mastered. Synchronizing the speed of the brain and the feet is an important team fundamental which makes for a good fast break under control. Too many fast breaks start racing and get out of control; good organization seems to stabilize the team and hold it together because the players have learned a pattern that guides them. This pattern is not set but instead is very flexible; it permits the players to use their initiative in selecting the methods of putting the ball into play.

Fast-Break Rules

During fast-break practice the following rules are observed. (1) The defense converges in front of the backboard. (2) The defense practices aggressive rebounding. (3) Fundamentals of blocking out and backboard play are checked. (4) The choice of options of putting the ball into play is practiced. (5) The outlet passes to the passing zones are practiced. (6) High passes are made to the receiver. (7) Dribbling in the defensive end of the floor is prohibited unless it is used as one of the options of puting the ball into play. Dribble out when impossible to pass out. (8) Dribbling is done from mid-floor into the offensive end to draw the defense to the dribbler. (9) Keep a good floor balance by spreading over the width of the floor. (10) The side men should be slightly ahead of the middle man. (11) Bounce passes are stressed in the offensive end of the floor and hook passes off the de-

(*Continued on page* 26)



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DEFENSE AGAINST T FORMATION

By TOM LIEB
Head Football Coach, University of Florida

Coach Lieb attended Notre Dame and graduated with honors in 1923. He was an all-round athlete, participating in football, baseball, track, and hockey. He played halfback and tackle at Notre Dame, receiving honorable mention as All-American tackle in 1922. He began his coaching career at Notre Dame, serving as line coach in 1923, 1924, and 1925. The following three years he was line coach at the University of Wisconsin. In 1929 Lieb returned to Notre Dame and helped Coach Rockne through another undefeated season. From 1930 to 1939 he served as athletic director and head football coach at Loyola University, Los Angeles. He has been head football coach at the University of Florida since 1941.

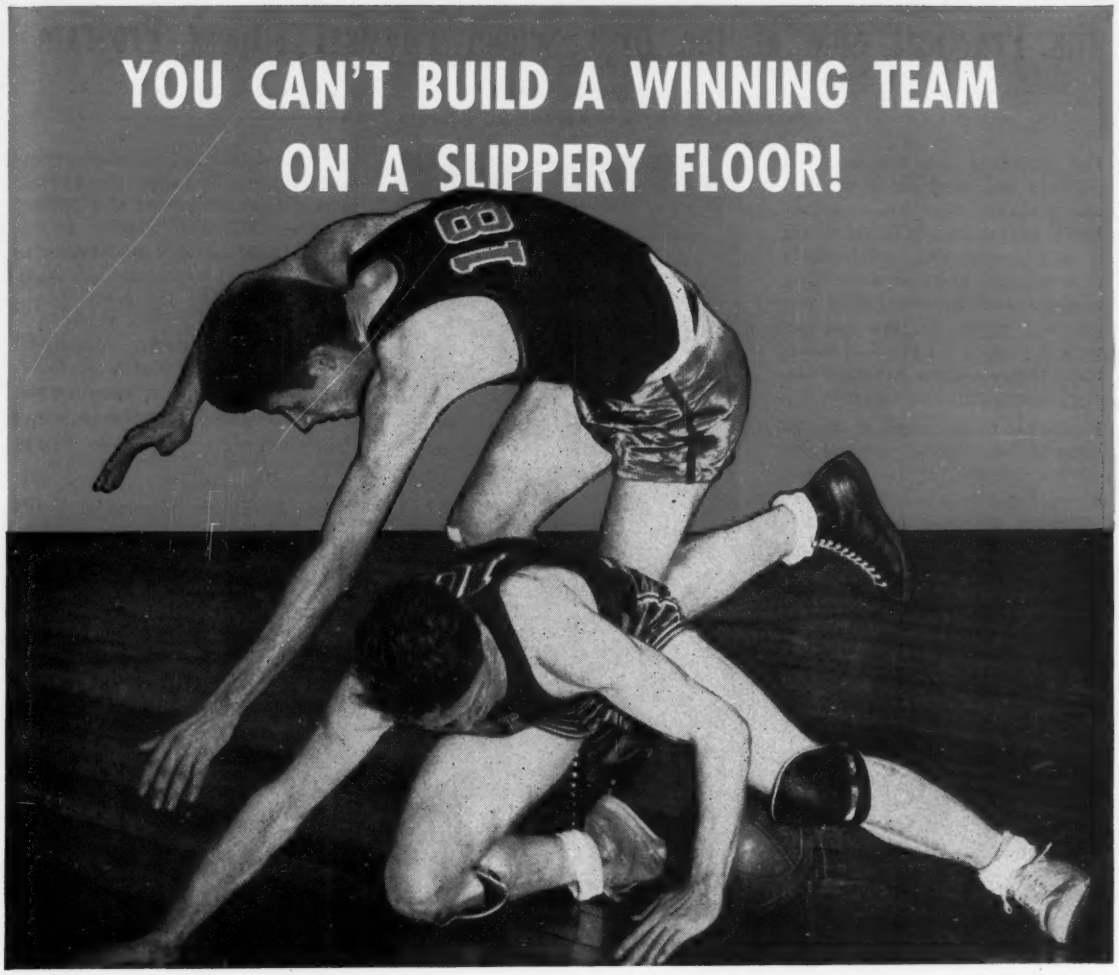
THE T formation has become very popular in the last few years. Many colleges and high schools have changed their offensive plans and adapted themselves to a variation of the T formation as their offensive attack. There are probably several reasons for the change over to the T. I believe the main one is that the material of late is less experienced and perhaps smaller than it was previous to the war period. The T formation can be a very complicated offense if developed along the lines of its various possibilities—with different men in motion, spacing between the linemen, and the style used by the Chicago bears with one end out approximately five yards from the tackle. All of these variations require a specific defense or a modified defense to meet the occasion. Those using the T for the first time, I believe, concentrate on a few simple plays and make them go. With fast backs, quick-opening plays have been featured this year and schools with small squads have met with a great deal of success with the operation of the T.

The T formation is not a new formation. It has been used for a long time. It has been the starting formation for the Notre Dame offense and most of the Notre Dame coaches have always used a few plays off of the T without using their regular shift. Many coaches throughout the country have been exponents of the T for a long time. I believe the one who has concentrated on it the most is Clark Shaughnessy, former coach at Chicago, Stanford and Maryland and now head coach at the University of Pittsburgh. Another coach here in the South who has had a great deal of success with the T formation is Jack Meagher, formerly at Auburn. Clerk Shaughnessy, though, I believe, has popularized the T formation the most in recent years due to the success of his great Stanford teams. In his first year on the Pacific Coast, Clark had one of the finest backfields in the country. He struck fear into the Pacific Coast Conference with such backs as Frankie Albert, a great left-handed passing quarterback, Norman Standlee, the All-American pile-driving fullback, Hugh Gallerneau and Pete Kmetovic, the two fastest halfbacks on the Coast. With this combination, Shaughnessy took Stanford into the Rose Bowl three years in succession. Of course he had a great line to go with them. In conversation with Frankie Albert, he told me he had the possibility of about 300 plays due to the various man-in-motion combinations at his command. Naturally, with as great a quarterback and field general as Albert, he could pick any defense apart and set up a situation from which he could score. Men with poise and field generalship combined with great passing ability, like Frankie Albert, are rare individuals in intercollegiate football. His natural ability would have gone well with any formation. However, the thing that impressed me in seeing him operate was when his team came out of the huddle and the opponents had changed their defense on him, he would yell, "Check," and throw in another play which was made for the specific type of defense in front of him. If he had called a play in the huddle that would go against the defense which was presented to him, he would yell, "O. K.," and go ahead with the play that was called. This piece of field generalship, to my mind, played a great part in the success of the Stanford team and brought us back to 25 years ago when the quarterback stood up and called his play against the defense as he saw it.

Several exponents of the T formation have often told me they would force the defensive team to play a 5-man line against them by the various man-in-motion combinations they would send out. If one halfback moving to the right did not affect the defense, they would send another halfback in the opposite direction and make sure the defense shifted to meet it. I have watched several professional teams operate and their instructions to the quarterback were to send a man in motion so that the coach on the sideline or the scout in the grandstand could decide on the defensive movements and telephone the play in to be called. With a good field general operating on the field and a couple of coaches observing from the sideline or press box, almost any defense can be taken apart with the man-in-motion variations.

The purpose of this article is to discuss the best possible defense for the T formation. In my opinion, the best defense to use is the one the coach of the team devises, as he knows the personnel under him and from what defense they can best operate. In other words, the defense he will use is much the same as the offense he operates under; it depends upon the ability of the material he has at hand, collectively and individually. In conversation with Coach Harry Mehre, of the University of Mississippi, who is using the T formation exclusively this year, he told me he thought he had figured out the best defense to stop the University of Kentucky in his opening game this year. Kentucky is running from the T formation,

(*Continued on page* 31)



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The Practical Side of the High School Physical Fitness Program

By LYNN KEYES
Professor of Physical Education, Georgia Tech

The preceding two articles have established the need for a physical fitness program, and have described methods and materials for planning such a program. This article deals with some of the broad administrative procedures and the concluding one which will appear in the January issue will present a method of measuring physical fitness achievements.

ADMINISTRATIVE PRINCIPLES

Regardless of the merit of the instructor's conception of physical fitness, his selection of its activities, and the facilities available, the administration of sound program procedures necessitates the adoption of definite policies to function successfully and safely. Although the direct responsibility of the program rests largely on the physical fitness instructor, the indirect and legal responsibility rests on the school board. For the sake of proper authority, departmental protection, and added prestige, the school board should be induced, through the principal, to pass a resolution announcing its support of the physical fitness program.

Quite often the interests and activities of the physical fitness program are at variance with the interests and activities of other departments of the school. Such overlapping should be regulated by policies formulated with the cooperation of all concerned. Many physical fitness programs fail, not through internal weakness, but because they are not appreciated by, nor geared to, the interests of the rest of the school. Regardless of the importance we attach to physical fitness, the fact remains that the program is a component part of the school society and not an entity in itself.

The following outline indicates a few of the important procedures which should be considered:

1. A thorough health and physical examination by a physician should be a prerequisite for work in the physical fitness course. Unless the instructor knows about the boy's health and physical condition, he cannot accurately determine the work to be given, and the program will be subject to criticism and legal involvement.

2. A first-aid cabinet and portable kit should be handy at all times. Procedure to be followed in case of accident should be well defined, and understood by all teachers and student leaders.



Coach Keyes is a graduate of Springfield College. Before coming to Georgia Tech as Professor of Physical Education, he served as Director of Physical Education and Athletics at Westmoreland Central School and Holland Patent Central School of New York.

His concluding article in this series will appear in the January issue.

3. Every possible precaution should be taken to insure safety in the performance of the activities and in the use of facilities and equipment. Anticipating elements of danger and using proper caution will go a long way toward eliminating preventable accidents. Activities can be of a rugged nature and yet be conducted safely.

4. Although the local teaching situation determines the number in a physical fitness class, it is reasonable to insist on the same policies which govern the size of academic classes. A minimum of thirty, and a maximum of fifty boys should be maintained to secure effective results.

5. Work out a plan whereby the class attendance can be taken with speed and accuracy. Many valuable minutes of the class period can be saved at this point if an efficient procedure is consistently pursued.

6. To require exercise causing the boys to perspire freely, and then to deny them the opportunity of a cleansing bath violates an essential principle of hygiene. The shower and locker room present one of the best sources for practical health teaching in the school. Locker, shower and towel facilities are inadequate in many schools, and until the school board can be *induced* to provide them, little can be done. However, any school which has any or all of these facilities, and allows them to remain wholly or partially idle makes a grave health and educational error. At the same time, a program modified to eliminate perspiration-producing exercises defeats the purpose of physical fitness itself.

7. When program planning covers one or more semesters, consideration must be given to other departments with respect to dates and hours of scheduled events involving school-wide interest. The whole-year calendar of activities should be determined by all departments cooperatively.

SCHEDULES OF ACTIVITIES

As suggested above, in order to maintain a balance between the strength, skill, and endurance activities in the physical fitness program, schedules and lesson plans should be worked out at least a semester in advance. Even the best trained and experienced teacher cannot rely on last minute judgment in preparing and presenting the lesson.

As an aid to the instructor instituting a physical fitness program a typical weekly schedule has been worked out for a five and a three day physical fitness period. The schedules indicate the opportune time during the week for the inclusion of the basic physical fitness activities. Using these schedules as a pattern or framework, daily lesson plans should be prepared so that the intensity and difficulty of the activities increase throughout the school year. It is impractical to list daily lesson plans here, because this article has space limitations, and because there are differences in each teaching situation. With the discussion, sources, and program planning outline given in preceding articles, and the schedules, standards, and scales below, any instructor should be able to organize and administer the basic physical fitness program in a progressive, balanced, integrated, and interesting manner.

(*Continued on next page*)

WEEKLY SCHEDULE FOR FIVE PHYSICAL FITNESS PERIODS

	Conditioning Work	Group Games & Relays	Combatives & Aquatics	Testing	Individual & Team Sports
Time Monday	75 Conditioning drill (odd weeks) Hike or long run for entire period (even weeks)	25 Vigorous relays & dual sports (odd weeks)			
Time Tuesday	10 Conditioning exercises (warm-up suitable for activity to follow)				90 Two weeks' skill instruction to precede competition in each sport. Tournaments & leagues after instructional period
Time Wednesday	10 Conditioning exercises (warm-up suitable for activity to follow)	90 Tumbling & heavy apparatus (12 weeks per semester)	90 Instruction in combatives (2 weeks per semester) First semester Boxing Second semester Wrestling		90 Competition in combatives on mass basis, after minimum of two weeks' instruction (4 weeks per semester)
Time Thursday	15-20 Conditioning exercises (for warm-up)	80-85 Vigorous, rugged, fast-changing, varied relays, group games, & dual contests (even weeks)		80-85 Practice or competition in physical fitness tests (odd weeks)	
Time Friday	100 When not testing take long hike or run entire period (two-minute warm-up to precede tests)			100 Competition in physical fitness tests every third week If school assembly eliminates final periods on Friday afternoon shift this period to Monday	

WEEKLY SCHEDULE FOR THREE PHYSICAL FITNESS PERIODS

	Conditioning Work	Group Games & Relays	Combatives & Aquatics	Testing	Individual & Team Sports
Time First Day	10 Conditioning exercises (warm-up suitable for activities to follow: Every fourth week hike or long run for entire period				90 Two weeks' skill instruction to precede competition in each sport Tournaments & leagues after instructional period
Time Second Day	10 Conditioning exercises (warm-up suitable for activities to follow)	90 Tumbling & heavy apparatus (12 weeks per semester)	90 Instruction in combatives (2 weeks per semester) First semester Boxing Second semester Wrestling		90 Competition in combatives on mass basis, after minimum of two weeks of instruction (4 weeks per semester)
Time Third Day	15-20 Conditioning exercises for warm-up	80-85 Vigorous, rugged, fast-changing, varied relays, group games, & dual contests every 1st, 2nd, & 3rd weeks		100 (use first 2 min. for warm-up) Competition in physical fitness tests each fourth week. If school assembly eliminates final periods on third day, shift testing to first day	

(*Continued on page* 30)

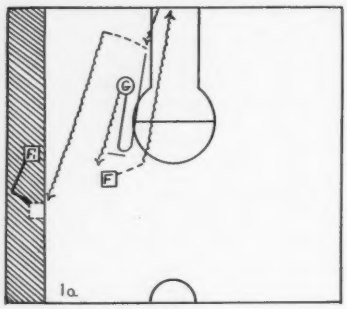
FAST-BREAK BASKETBALL

(*Continued from page* 20)

fensive board. (12) Don't force the play under the basket but appreciate possession of the ball by stopping and passing the ball to the open man.

First Step—Rebounding

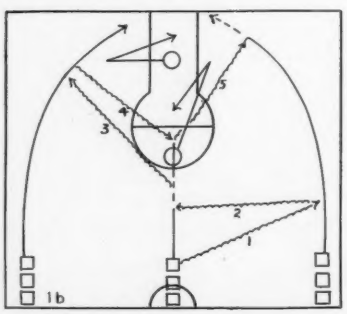
We use the following four steps in developing our fast break. The first step is to divide the squad up into groups of six on each basket. We have them alternate positions in units of three in special work on rebounding, blocking out, and passing out. See drill in *diagram* 1*a*,



in which the guard passes the ball to the offensive man and assumes a block-out position on him after he tried to stop the shot. The guard blocks out the shooter, plays the rebound and then passes out to the shooter, plays the rebound and then passes out to the side-line receiver. This is the beginning of the fast break and should receive much attention. In the regular basket practice the guards and centers can get a lot of valuable rebound practice, which should come during the first half of the season.

Second Step—3 vs. 2 Drill

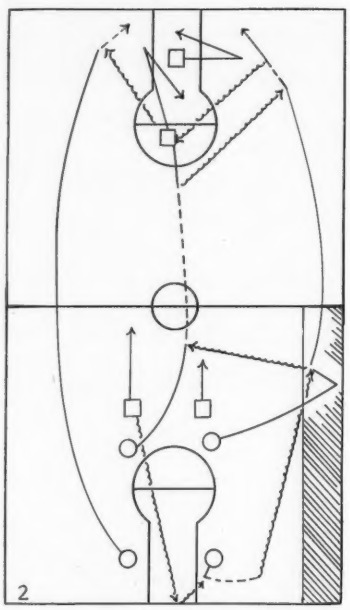
The second step is concerned with the front half of the fast break. *Diagram* 1*b* shows a three-versus-two



drill which gives an exact game condition practice. This drill starts at mid-floor and ends under the basket. The players greatly enjoy this drill because of the game condition competition and the fun in practicing clever and deceptive passing. It will do more to correct errors and tune up the fast break than most any other drill. Defense for the fast break can be practiced at the same time. The defensive set-up teaches two defensive men how to stop three offensive men. Two clever defensive players can stop three offensive players who are less clever.

Third Step—4 vs. 2

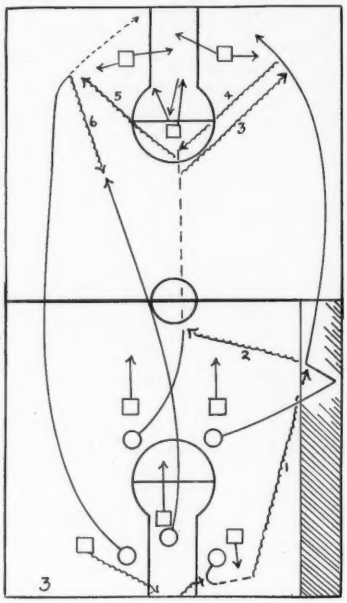
The third step calls for a four-on-two drill, which is used to coordinate the start and finish of the fast break as illustrated in *diagrams* 1*a and* 1*b*. The two offensive guards shoot over the front- line, four-man defense as per *diagram* 2. Upon

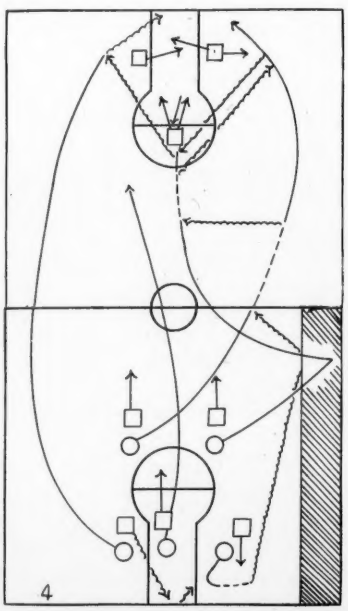


recovery of the rebound, the four-man team puts into practice some of the fast-break rules outlined in this article. The four-on-two drill gives a decided advantage to the of. ense which is important while learning timing and fundamentals of play options.

Fourth Step—5 vs. 5

The last step in the development of the fast break calls for a five-versus-five drill, which gives a picture of the whole offense. After the shot the defensive team upon recovery of the ball becomes the fast-break team. This drill is an exact game condition and can be used for a two-fold purpose: namely, to drill for a special defense for opponents and to fast break from that defense. *Diagrams* 3 *and* 4 are examples of this drill with two fast-break basic patterns.







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BASKETBALL OFFENSE

(*Continued from page* 9)

Five pairs of guards and forwards work on these movements at the same time. The centers work on offensive and defensive fundamentals under another basket. This enables the fifteen men on our varsity squad to practice the shots, screens, and movements that will be used in the game with the men with whom they will play.

Following this practice, each player makes twenty-five foul shots. A record is kept of the number of shots required each day. Special pratice is worked out for the players falling below the team average.

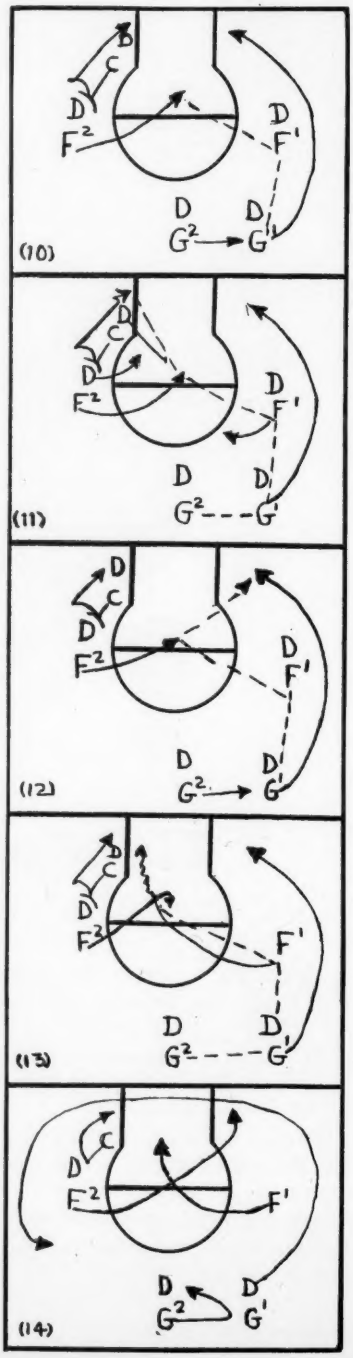
Immediately following this shooting practice, teams are set up as shown in *diagram* 10. The position of the center is determined by the play of his defensive man. The position shown is preferred. Until the players become familiar with one another and with the system, numbers are used for each play. This gives each player a clear picture of the pattern desired. After the patterns are well fixed, the movement of the defense determines the direction of the ball, the type of screen and pass to be used.

In *diagram* 10, our basic play is shown. We prefer the guard to forward play. However, if the defense is set to stop this movement, one of the options is used. This option is determined by the defensive play. When F1 is guarded closely and the defense is trying to intercept the ball, the flip pass (Diagram 3) works well. When the defense is switching from C to F2 and from F2 to C, the ball is passed from guard to forward to forward to center. (*Diagram* 11). The center uses a reverse pivot coming off of his screen which puts him on the inside of F2's man. When F1's man is not switching to G1, the pass may be from guard to forward to forward to guard (*Diagram* 12). If G1's man does not pick up F1 quickly the play from guard to forward to forward to forward is usually successful (*Diagram* 13).

When the defensive men on the guards are making it difficult to get the ball into the forwards, a peel-off can be used advantageously. G1 and G2 work the ball in the front court until they have the best set-up with G1 in G2's position. G1 then passes the ball to G2 and breaks back of him. G2 returns the ball to G1 who pasess into F1. If an opening develops down the middle G1 may pass to C with a guard breaking on either side of the center. When the guards go in the forwards break out in order to maintain defensive balance.

The maneuvers shown in the first nine diagrams are used whenever the players think the defense is so arranged that they will be successful. Each should average about one basket a game.

In *diagram* 14, the position of men



attempting to follow shots is shown. They try to get inside of their men as quickly as possible, not too far under the basket, and assume a wide stance. If successful, we have a man between his opponent and the ball on each side of the goal. The guard drives on under the basket and takes the position shown. The guard in the front court circles and takes a position in the center of the floor.

SOUTHERN SCHOOLS

(*Continued from page* 8)

tion, The Cavalier accurately reflects the life and loves of the cadet corps. Last year, under the direction of Capt. J. B. Leftwich, faculty advisor, "The Cavalier" won All-American honors with one other school paper in its class, and was awarded first place in the Tennessee High School Press Association, and first place in the Mississippi Valley Press Association. The editors plan, lay out, write, edit and help print "The Cavalier" every two weeks. In addition "The Adjutant", the annual book, is published by the cadets.

The Heights Glee Club, under the direction of Mrs. J. H. Kremer, demands a large amount of time of its participants. Joining with the similar organization of Ward-Belmont School for girls, the Glee Club each year presents a program before audiences in Lebanon and Nashville.

Castle Heights takes considerable pride in its school band which is called on for music in connection with local patriotic celebrations. Directed by Capt. V. T. Medcalf, the band furnishes music for athletic contests as well as providing martial selections for the military.

The school orchestra is composed of cadets with a love for the popular vein of music. It furnishes dance music for Heights social occasions and entertains in several chapel performances each year.

Two of the most active organizations on the Hilltop are the Heights "Y" and the Heights Order of DeMolay. The two groups function much as school service clubs and membership is by invitation. The "Y" sponsors moving pictures each Saturday night, sells war bonds and stamps and sells tickets for athletic contests. Meetings are held on Sunday nights and are conducted by the boys themselves.

One of the most coveted honors at Castle Heights is membership in the Academy Honor Council. Chosen by popular vote of the cadets, the Honor Council, together with a faculty advisor, is the custodian of the academy's Code of Honor.

Members of the Public Speaking club compete with other schools of the area. Last year a Heights cadet won first prize in the Mid-South declamation contest with an oration which also won first place in a national contest sponsored by the American Legion.

The Heights rifle team last year was one of the best in the history of the school. After placing second in the Fourth Service Command, the squad went on to win both second and third places in the Hearst Fourth Service Command Matches, and fourth place in the National Intercollegiate Matches.

The Dramatic Club presents plays and original skits before the corps each year.

Each year during the summer vacation, Castle Heights opens its doors to the American Legion who sends four hundred boys from every county in the state to an annual Boys' State. The national director of Boys' States recognizes the facilities of Castle Heights as, along with one other, the best in the nation.

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HIGH SCHOOL PHYSICAL FITNESS

(*Continued from page* 25)

EXPLANATION OF SCHEDULES

1. The numbers over each daily activity group represent the percentage of total class time which should be allotted to the group. This percentage ratio is exclusive of time consumed by dressing, showers, and roll call. Time allotments are given in percentages rather than minutes because of the variability in the length of class periods among high schools.

2. These schedules can be used as a pattern from week to week, semester to semester, and year to year. To increase the efficiency of the program, the staff should meet at the end of each semester to review and revise objectives, activities, methods, policies and procedures. If experience in the local teaching situation shows the need for added or decreased emphasis on certain activity groups, changes should be made at this time.

3. If the school has lockers and showers, roll should be taken not more than five minutes after the beginning of the period. Ten minutes should be allowed at the end of the period for showers and dressing.

4. If the school lacks locker and shower facilities, attendance should be taken not more than one minute after the beginning of the period. A cooling-off period, in which the whole class remains seated or lying down, should be given at the end of the period. This procedure should not be relaxed under any circumstances.

5. As many of the physical fitness activities as possible should be conducted out-of-doors.

6. Provision is not made in the schedules for intramural and interscholastic competition. This kind of competition is of paramount importance and should have an assured place in the physical fitness program. However, such activities should be conducted outside the scheduled physical fitness periods, except as provided. Interscholastic practice and competition are usually held after school hours. Intramural tournaments and leagues, can be scheduled in free periods, lunch hour, activity periods, or after school.

7. Schools which have access to swimming facilities should devote all the physical fitness periods for at least four consecutive weeks per semester to instruction and competition in aquatics. The factor of personal safety in swimming ability should be emphasized.

8. The semester mentioned above consists of eighteen weeks. In schools where this is not true, adjustment can be made to maintain the same relative time interval.

DAILY LESSON PLANS

Daily lesson plans are necessary to facilitate the actual presentation of scheduled activities. Each lesson should be carefully analyzed in terms of its activities, time allotments, materials needed, and methods of instruction and procedure. The lesson plan should indicate the definite steps by which the teacher can present the lesson with minimum delay and maximum efficiency from the beginning to the end of the period. A sample written form of lesson plan is presented below.

LESSON PLAN FOR TUMBLING PERIOD OF 45 MINUTES

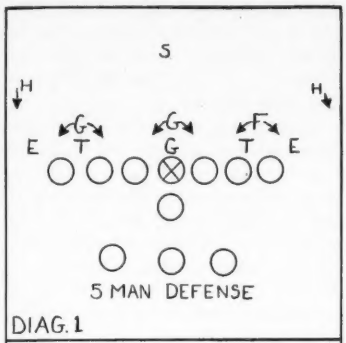
	Activity	Time Allotment	Materials	Procedure
1.	Dress	5 min.		
2.	Attendance	1 min.		
3.	Conditioning drill Trunk circling High reaching Squat sits Leg lifts (supine) Side leg raisings (right & left) Squat thrusts Straddle & stride hops High running Deep breathing	5 min.	none	Class formed at open order from line by counting off in fours and taking twice as many steps forward as their numbers
4.	Tests #4 from P. F. Achievement tests (see below) Standing broad jump	4 min	2 chalk lines 7 ft. apart on floor	Class performs together as instructor counts. Mark 7 ft. lane in center of floor or field. Have 1's & 2's jump 3 times and 3's & 4's jump 3 times. Show of hands on successful jumps
5.	Tumbling lesson #1 a. Sideward roll b. Forward roll c. Backward roll d. Combination forward & backward roll e. 3-man sideward roll f. 3-man jump and roll	18 min.	One 5x10 mat for each 10 students	1. Squads carry mats to center of floor 2. Name, explain, demonstrate each stunt. Squad leaders demonstrate and go first. 3. On stunts a-d stress tuck of head and grasp of ankle 4. On f stress tight tuck, high jump, and alternation of jump and roll 5. One at a time long way of the mat. Repeat 6. 3 at time (on 5x10 mat) across mat and back. Repeat 7. Same as 5 8. Squads replace mats
6.	Running ¼ mile	2 min.	none	Class runs easily, no record taken
7.	Shower and dress	10 min.		Supervise shower room Inspect for cleanliness

DEFENSE AGAINST T FORMATION

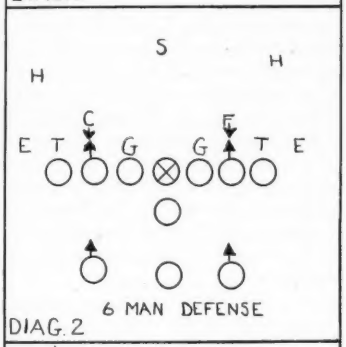
(*Continued from page* 22)

and Harry decided that a 7-man line with a 1-2-1 backfield would be the best defense he could put up. His team got off to a good start scoring first and Kentucky came right back with two quick touchdowns running wide against Mississippi's 7-man line. At the halftime Coach Mehre's team was behind in the score and he was quite upset about the performance of his players so he changed the defense to a 5-man line with three backers-up, then brought up his halfbacks close to the outside, leaving the safety man about 20 yards from the line of scrimmage. To his mind he thought he had one of the weakest defenses organized against the T; but Kentucky did not score in the second half and made very few first downs against Mississippi. Therefore, Coach Mehre decided that for his personnel against the T formation the 5-3-2-1 could operate the best for him. Florida played Mississippi the following week and we also proved to Harry that the 5-3-2-1 was the best defense that day, as his halfbacks stopped our wide plays and his 5-3 line setup really stopped our offense. Not having a good passer, we were at a loss to keep the secondary back and again Coach Mehre was right. After our game he stated that he still was not sold on that defense. The following diagram will show you the 5-man defense used by Coach Mehre to great success in two games against the T this year: The next week Coach Mehre took his team to play the Uni-

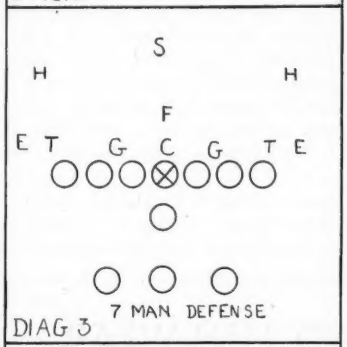
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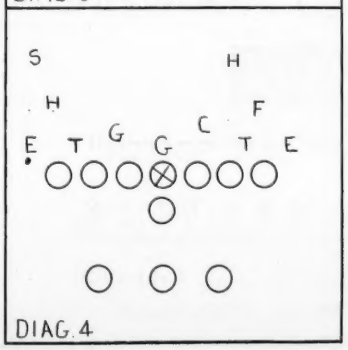
DIAG. 1



DIAG. 2



DIAG 3



DIAG. 4

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DEFENSE AGAINST T FORMATION

(*Continued from page* 31)

versity of Tennessee. Knowing that Tennessee is a dyed-in-the-wool 6-2-2-1 defensive team, he expected to meet that defense with his offense; but with the field wet from recent rains, Tennessee came out with a 7-man line and a 1-2-1 defense and stopped the Mississippi offense with one touchdown. With a 7 - man line defense, it is much easier for a defensive team to slow up the ends going down under passes, or with the ends set fairly wide the wide-running T-formation plays can be diagnosed and met much better from that defense than any other. The weakness of the 7-1-2-1 defense against the T, I believe, is that with one line-backer—namely, the fullback—a fake play will draw him out of position; then, when the line is split, the quick-opening plays will go for some distance. However, the 7-man line defense is very strong against wide-running plays especially if the halfbacks come up fast. When Florida played Tennessee, Tennessee used a combination of a 7-man line and 6-man line against us. With quick-opening and slant plays, we carried the ball 181 yards from scrimmage, which is more yardage than either Mississippi or Alabama made on the ground against them. But again let me say that the quarterback on offense operating from the T formation should be able to stand up and call his play after he sees the defense that it set for him. In the Tennessee game our quarterbacking helped us a lot as we changed the assignments on the offensive plays to meet the defensive setup.

In another game of ours this year, we went up against a team with a very strong personnel. They stayed in the 6-2-2-1 defense at all times and against that defense, I believe, the T formation will operate best. As you will see by the accompanying diagram, the offensive halfbacks are set directly behind the offensive tackle and with the two tackles making a quick change, they can block out the two line backers and a quick handoff play to either halfback is sure to gain ground. If this play, which is the best play from the T formation, can be made to go successfully the other plays from the T will be successful, as the defense will have to make some adjustment to stop the hard-driving halfback plays.

As a result of the 6-2-2-1 defense being played against us by the Naval Air Station of Jacksonville, we were able to carry the ball, on the ground, 325 yards from scrimmage, enough to win without any passing attack against what, I believe, was a strong team; but with a defense which did not vary, our play assignments worked perfectly. The 6-2-2-1 defense, I believe, is one of the best in football and with a lot of adjustments here and there, it is best adaptable to any formation. However, the personnel must be adaptable to any type of defense you wish to use and if the defense does not carry out their assignments properly, particularly in their own territory, the T-formation fake plays can make a lot of ground for any team.

Another defense I have seen operate against the T-formation was used by the University of Miami, Miami, Florida, when they played the Fort Pierce Navy team. Miami used a 5-4-2 defense with 5 men on the defensive line of scrimmage, 4 men as line-backers, with the halfbacks covering wide for wide runs and passes. This defense was used quite successfully until the Ft. Pierce team started to throw passes. As soon as they put two men down

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against one halfback, Miami was in a bad way to prevent one or the other from catching a pass for a touchdown. Miami lost the ball game, but they set up a very confusing defense which stopped, quite effectively, the running game. The following diagram will show just why the defense was strong against the running attack and quite obviously why it was weak against passes.

The T-formation offense lends a lot of variety to plays and some coaches use the quarterback as the man to take the ball from under center an do all of their passing, while other teams have one of their halfbacks to do the passing and lateral the ball to him after faking a threat into the line to bring the fullback in close. I cannot say which is the best offensive possibility, but believe the teams that use the quarterback to do all the passing, unless they have an exceptional individual, run into difficulty because with the intercollegiate rule stating that if the quarterback takes the ball from under center, he must retreat 5 yards before he can make a legal forward pass. If the quarterback is not given excellent protection, he has difficulty in spotting his man down the field. Here again, though, the determining factor against the passing attack is rushing the passer, and if a 5-man line is used on defense, you can send out more receivers on the offense because you have fewer defensive rushers. I believe in trying to hurry the passer as much as possible and keeping the heat or pressure on him so that he will eventually make a bad pass or be thrown for a loss deep behind the line. When the University of Florida played UCLA in Jacksonville in 1941, UCLA had a great passer, Bob Waterfield, who operated from under center on an unbalanced line T offense. Waterfield, a wonderful passer if given plenty of time, had established a fine record on the Pacific Coast for the number of passes completed. When UCLA came to Florida, we played them with a 6-man defensive line and rushed the passer as hard as we could. The result was that Waterfield did not complete a single pass against Florida. We threw him for losses several times deep behind the line of serimmage. If we had used a 5-man defensive line against UCLA, I am sure Waterfield would have completed at least a half dozen passes for touchdowns; but we just did not

(*Continued on page* 34)

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DEFENSE AGAINST T FORMATION

(*Continued from page* 33)

give him a chance.

In conclusion, let me say that the T formation has gained popularity and it behooves all of us to devise a means of defense against its many variations. I have outlined several defenses I have seen in operation; but again may I say that no matter what defensive formation you use, it is best to use a defense which will utilize the best ability of the men you have on hand, whether a 4, 5, 6, or 7-man line.

INTRAMURALS

(*Continued from page* 11)

ton, and swimming are the spring sports. At the end of each season a week for reorganization is set aside, and following this week, the new leagues begin operation. The same procedure in scoring and standings is carried on each period with a running score kept for the entire year.

At any time during the year that outdoor activities are impossible, due to weather conditions, all outdoor teams meet with the director for theory class in some specific sport. These periods of instruction are also used for discussing their problems and weighing the questions and issues that may have arisen.

The company compiling the greatest number of points for the school year is presented a loving cup signifying intramural championship. The intramural score of each company is a vital factor in the winning of a military citation card for company proficiency. This cooperation on the part of the military department has been one of the principal reasons for the interest in our program.

The very excellent and proficient work on the part of the faculty athletic officers and splendid cooperation of the entire corps and its cadet officers have made this program an outstanding success.

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